

Sydney Kroska



**This is Rio de la Plata in Argentina that was spoken about in Ana Bailó
Tango.**

**Gracia Kroska
Español II
1^a
el 13 de mayo**

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Year-long World Language Portfolio –Sra. Baedke

Due Friday, May 13, 2011

4th quarter – March 28 through June 3

• **Put your year-long portfolio all together. It should be one long document, not several shorter ones.**

• Include a cover page for the whole portfolio– with the following

q English name and Last name

q a graphic that relates to something we have studied in class during 4th quarter

Include the following in Spanish

q Spanish name

q Class

q Class Period

q Date

The cover page should be neat and attractive.

• Number all pages / slides

• Include a **table of contents** with page/slide numbers for the entire portfolio

• Add **2 new artifacts** from 4th quarter – 1) a reading artifact & 2) an artifact of your CHOICE

• Write **insightful reflections** over the 2 new artifacts

Questions to answer in your reflections on the new artifacts:

1. What kind of artifact is this? (reading, culture, speaking, or writing)

2. Why did you choose to include this artifact in your portfolio?

3. What does this artifact demonstrate about you as a learner?

4. How does this artifact demonstrate growth?

5. What would you change if you were to do this over and why?

• Write a **reflection over the entire year** in Spanish class

q reflect on each of your goals

q reflect on what strategies worked well for you this year in Spanish class

§ for listening, speaking, reading, and writing

§ effective ways for you to study

§ types of activities that you enjoyed

q what was the most meaningful experience you had in Spanish class this year and why?

q what are your language plans and goals for the rest of your years in Waukee schools? and beyond?

Grading Rubric: score _____ out of 30

Year-long portfolio is complete and is one continuous document: 3 2 1 0 _____

Cover page has all necessary elements, is neat & attractive: 3 2 1 0 _____

Table of Contents is complete and accurate: 3 2 1 0 _____

Requirements met - 2 new artifacts 1 0 _____

Artifacts are well chosen for their respective categories: 4-3 2-1 0 _____

Reflections answer the questions insightfully: 4-3 2-1 0 _____

Year-long reflection is **insightful** and **complete**: 10-9 8-7 6-5 4-3 2-1 0 _____

This sheet turned in with portfolio 1 0 _____

Portfolio is turned in on time 1 0 _____ Year-long reflection is **insightful** and **complete**: 10-9 8-7 6-5 4-3 2-1 0 _____

This sheet turned in with portfolio 1 0 _____

Portfolio is turned in on time 1 0 _____



Torres del Paine National Park

Sydney Kroska

Gracia Kroska

Español dos

Hora: Primavera

El 20 de octubre

Spanish Goals

1. Within the school year, I would like to learn the alphabet until I am able to spell a word that is not currently in my vocabulary.
 - a. I plan to practice the alphabet at least twice a week on my own at home.
 - b. I also plan to practice in the classroom by spelling the vocabulary terms.
2. I would like to learn many more rules about grammar in the Spanish language.
 - a. I plan to practice talking in conversation to people I know who speak Spanish.
 - b. I also plan to take more notes than required on this subject throughout the year and study them on my own time.
3. I would like to be able to speak in a conversation for three to five minutes to a semi-fluent or fluent speaker.
 - a. I plan to practice pronunciation of vocabulary learned in class.
 - b. I also plan to watch Spanish Soap Operas or movies in Spanish to listen to how natives speak.

Reflection:

These are my goals for quarter one and I feel like I could improve on them even more. Although these are technically short term goals I know that I can learn more than these goals require me to. I have learned so much about the alphabet this quarter to the point where I am able to guess how to say a word and it is most of the time correct. I think that I should keep the first goal because I have learned the alphabet and using them to help me with the pronunciation. I have improved so much on this and will definitely continue to study to improve my spelling in Spanish. I have also improved on my grammar skills while I have written in class and read the novel. I feel as if I could improve on grammar even more and am going to keep taking notes and absorbing as much information as possible. I also will study my vocabulary even more so I am able to apply these grammar rules to my writing in the future. Lastly I wrote that I would like to be able to speak much easier in Spanish. I am still working on this goal and it may take me all year to finish this goal because it will require me to study continuously. Also I will keep up with grammar and vocabulary.

I have learned many things this year so far. For example I learned the alphabet and what many new vocabulary words mean. I am concerned that I am not working myself hard enough though in class. I have improved my reading skills when we read the novel in Spanish and then translate it in English. I think that I should keep all of my goals because I have learned many things about each but I have not finished them.

Modified Spanish Goals

1. Within the school year, I would like to learn the alphabet until I am able to spell a word that is not currently in my vocabulary.
 - a. I plan to practice the alphabet at least twice a week on my own at home.
 - b. I also plan to practice in the classroom by spelling the vocabulary terms.
 - c. I will plan to practice the pronunciation of each word by reading part of the novel aloud in class.
2. I would like to learn many more rules about grammar in the Spanish language.
 - a. I plan to practice talking in conversation to people I know who speak Spanish.
 - b. I also plan to take more notes than required on this subject throughout the year and study them on my own time.
 - c. I plan to use many of the grammar rules while I am writing in and out of class.
3. I would like to be able to speak in a conversation for three to five minutes to a semi-fluent or fluent speaker.
 - a. I plan to practice pronunciation of vocabulary learned in class.
 - b. I also plan to watch Spanish Soap Operas or movies in Spanish to listen to how natives speak.
 - c. I plan to read aloud on my own time.

Yo

71

Kroska

Timed Writing #1

El 30 de agosto

Yo soy es una chica. Me gusta la materias de matematicas y musica. Mi color favorito es rosa y verde. Soy de Minnesota. Me gusta ir al central commercial con mis amigos. Mi comida favorita es fresas.

Tengo un perro se llama Bella. Bella es un perro loco. Tengo dos hermanas y una mama y una papa. Mi familia es una familia unida.

Me gusta cantar. Mi favorita película es "Rent".

71

Reflection:

This artifact is my writing example. It is just a timed writing we did in class about ourselves in first person. In class we had five minutes to write as much as we could and see how far and how many words we could get in the given time. I chose this because it showed where I started at the year and how I was able to write about myself. Also I was able to conjugate many verbs that I had previously known. This writing shows how I am able to write in first person and am able to write something like this in future timed writings. If I were able to redo this I would have written the first things that came to my mind to get more on the page. I would also have reviewed before school started because I was not able to remember many of the words that I learned towards the end of the school year last year. This would have shown even more of my writing skills.

Timed Writing #3 Chile

Espanol II
1ª hora
El doce de octubre

75

Chile está un país en Sudamérica.
Es muy largo y la clima es similar
a California en los Estados Unidos.
La capital de Chile es Santiago.
Mucha gente vive cerca de Santiago
y la costa también. Chile es un país
hispanico.

La país de Chile tiene muchos
playas. En la norte de Chile es
un desierto se llama Atacama. En
la sur de Chile llueve mucho en el
invierno. Chile es una clima diferente.
las ciuda

Reading

Reflection:

This artifact is my reading example. I chose this because it showed how I could write about what I read. This was another timed writing in class but it was about the country that the main character in our novel was going. I was able to recall many things about Chile as I was writing this piece and it showed what I learned from the novel. It definitely demonstrates my concentration on the culture of Spanish speaking countries around the world. The writing also demonstrates I know my vocabulary from the novel. If I were to redo this I would have studied more of the facts in advance so I could have written more on this topic. Overall I thought that I was able to remember a lot of information from the reading we did in class.

Nombre Gracia Kraskin Hora 1 Fecha El 15 de Septiembre

Español 2

Pre-assessment over regular verbs -ar, -er, & -ir

T 10/15

Escribe la forma correcta del verbo entre paréntesis.

1. Patricia y Ana escuchan música en la casa de Patricia. (escuchar)
2. Mis padres beben café con leche. (beber)
3. Los estudiantes caminan a la escuela de Prairieview de lunes a viernes. (caminar)
4. Shakira baila muy bien. (bailar)
5. ¿Por qué tú no comparta el helado con Raúl? (compartir)
6. A Marcos no le gusta comer las cebollas. (comer)
7. Yo canto con la radio y Enrique Iglesias. (cantar)
8. Nosotros escribamos cuentos muy buenos en español. (escribir)
9. Uds. corren muy rápido, ¿no? (correr)
10. Yo comprendo la frase. (comprender)
11. Tú practico deportes todos los días. (practicar)
12. La familia Sánchez vive en Tepic, Nayarit. (vivir)
13. Ud. nada en la piscina. (nadar)
14. Mis amigos y yo siempre montan en bicicleta. (montar)
15. Ella escriba la fecha de hoy. (escribir)

Nombre Gracia Rosales Hora 1 Fecha el 20 de septiembre

Español 2 – grupo 3
Practice quiz over regular –ar, -er, & -ir verbs

$\frac{15}{6}$

Complete the sentence with the correct form of the verb in parenthesis.

1. María Elena va a dibujar como Frida Kahlo. Es talentosa. (dibujar)
2. Yo nunca leo los cuentos en japonés. (leer)
3. Julieta y yo le escribimos una carta a Roméo. (escribir)
4. Los estudiantes de Prairieview estudian mucho. (estudiar)
5. Me gusta mucho pasar tiempo con mi familia. (pasar)
6. Ellos corren muy rápido. (correr)
7. Samuel comprende muy bien las matemáticas. (comprender)
8. La clase escribe (escribir) cuentos muy buenos en español
después de hablar con otros estudiantes. (hablar)
9. Uds. quieren compartir el helado, ¿no? (compartir)
10. Vosotros escribís la frase. (escribir)
11. ¿Tú comprendes la tarea? (comprender)
12. Nosotros aprendemos mucho en la clase de inglés. (aprender)
13. ¿Uds. prefieren nadar en la piscina con la ropa puesta. (nadar)
14. Tú sabes tocar el piano. (tocar)
15. Nosotras comemos pizza hoy. (comer)

Reflection:

This is my artifact for showing my progress. This is a pre-assessment and a quiz from earlier in the year about verb conjugation. I was able to improve my score drastically after the days in class of work. This was quiz and I did it in class and studied for it in class also. I chose it because I learned a lot more about regular verbs and now remember how to change them for each sentence. Also I figured out how to use them all in my writing. This demonstrates how I was able to improve my writing and grammar skills as a student. If I were to redo this test I would have studied the –ir verbs much more because I struggled with them on the test.

El 30 de agosto - Canción #1

Feliz, Feliz, en tu día.

Amiguita que Dios te bendiga.

Que reine la paz en tu día

y que cumplas muchas más.



Happy happy on your day

Little friend may god bless you

May peace reign on your day

And may you complete many more.

Yo soy irregular

Poner es pongo,	^{to} (put, place, set)
salir es salgo,	(to leave, to go out)
dar es doy,	(to give)
y ver es veo,	(to see)

Todos los verbos,

de este grupo,

tienen cambio en el yo.

Traer es traigo, (to bring)

leer es leo, (to read)

conocer es conozco, (to know, to meet 4th time)

Cuando los usas,

tú necesitas

recordar la forma yo

Reflection:

This artifact is a song that we sang during class. I am using it for my listening artifact in my portfolio. I think that this shows listening because it is a song we sang and listened to others sing. Both of the songs also taught me about culture in Spanish speaking countries. I chose this because it helped me learn in class about verbs and letting me hear the correct way to use them. I was able to use each of them in a different way and now will remember this song to remember when to use the different type of word for the “yo” form. This demonstrated that I like to learn things in different ways other than just memorizing them. I also because I am musically smart; it just makes much more sense to me to sing about this. I would not do anything different with this because it has helped me and now I understand this subject much more.

Gracia Kroska

1a Hora

Mrs. Baedke

Spanish II

12 December 2010

Spanish II Quarter 2 Portfolio



By Sydney Kroska

Quarter 2 Goals

1. Within the school year, I would like to learn the alphabet until I am able to spell a word that is not currently in my vocabulary.
 - a. I plan to practice the alphabet at least twice a week on my own at home.
 - b. I also plan to practice in the classroom by spelling the vocabulary terms.
 - c. I will plan to practice the pronunciation of each word by reading part of the novel aloud in class.
2. I would like to learn many more rules about grammar in the Spanish language.
 - a. I plan to practice talking in conversation to people I know who speak Spanish.
 - b. I also plan to take more notes than required on this subject throughout the year and study them on my own time.
 - c. I plan to use many of the grammar rules while I am writing in and out of class.
3. I would like to be able to speak in a conversation for three to five minutes to a semi-fluent or fluent speaker.
 - a. I plan to practice pronunciation of vocabulary learned in class.
 - b. I also plan to watch Spanish Soap Operas or movies in Spanish to listen to how natives speak.
 - c. I plan to read aloud on my own time.

Goals Reflection

These were my goals for second quarter in Spanish II. I think that making these goals definitely benefitted my learning. I think that they also reflect on what I learned this quarter. With the first goal I have done well with but I definitely could improve. I am able to spell new words but I am not able to say the alphabet completely or pronounce a few of the words I am reading. I have improved dramatically in this area this quarter. This quarter I also learned many grammatical rules to improve my writing and speaking. I think that this quarter I learned the most about these concepts and was able to understand them quickly. The goal I improved upon the least would be the third referencing my speaking abilities. Although my writing and reading skills have improved, I have not yet taken as much initiative to improve my speaking skills. I think that I should for sure keep this goal on my list and use it in the future. I plan to continue what I am already doing and find new ways that help me study. I think I need to keep all three of my goals because they all apply to what I need to improve on in the future. Although I have improved with each one of them they still need improvement. The only thing that I would like to change is instead of using many of the grammar rules while I am writing in and out of class, I will do online grammar activities through the provided wiki page.

Modified Goals

1. Within the school year, I would like to learn the alphabet until I am able to spell a word that is not currently in my vocabulary.
 - a. I plan to practice the alphabet at least twice a week on my own at home.
 - b. I also plan to practice in the classroom by spelling the vocabulary terms.
 - c. I will plan to practice the pronunciation of each word by reading part of the novel aloud in class.
2. I would like to learn many more rules about grammar in the Spanish language.
 - a. I plan to practice talking in conversation to people I know who speak Spanish.
 - b. I also plan to take more notes than required on this subject throughout the year and study them on my own time.
 - c. I plan to do online activities from the provided wiki twice a week.
3. I would like to be able to speak in a conversation for three to five minutes to a semi-fluent or fluent speaker.
 - a. I plan to practice pronunciation of vocabulary learned in class.
 - b. I also plan to watch Spanish Soap Operas or movies in Spanish to listen to how natives speak.
 - c. I plan to read aloud on my own time.

Culture

Ser o Estar por Jesse & Joy

No puedo esperar más sin tenerte junto a mí
Desesperación es que no estés aquí
Que no estés para verme caer
Ni me pueda tu voz levantar
Que difícil se vuelve lograr respirar

No quiero ser
No quiero hablar
No quiero estar
Si tú no estás aquí

No no puedo entender ya ^{yet}
Por qué no te dejas llevar ^{Taken away}
Dame una razón dos
para soportar ^{put up with it}

Que no esté para verte caer
Y te pueda mi voz levantar
Que difícil se vuelve lograr, respirar

No quiero estar si tu no estás aquí
No entiendo lo que siento ^{that which I feel}
Como pensar en dejarte ir
Si digo que no importa miento ^{doesn't matter}

Se empieza a notar si tú no estás ^{to notice behavior}
En mi comportamiento
No se te ocurra pensar en decirme adiós
No , no , no , no , no , no

Culture

Culture Reflection

I chose this artifact to represent my cultural learning in quarter 2 of Spanish II. These are lyrics to a song that is popular in Spanish speaking countries. We used it to enhance our knowledge of these countries and I think this represents the culture in Spanish speaking countries well because it is a popular song. I also chose it because we were able to apply our learning of two verb construction and stem changing verbs in this song. To complete this song I had to pay attention in class and had to problem-solve on my own with the words I did not know in the song. I chose this because it interested me what music sounded like and is about in other countries compared to the United States. I thought translating this song was beneficial to my learning because it helped me see how people talk when they are actually in the country. It also helped me see the differences in cultures compared to songs we had already translated in the past. This demonstrates my learning because it let me use my musical interests to understand grammatical concepts in class. I was also able to hear these concepts spoken and sung in class by native speakers. I would not do anything differently with this activity because completed the task and learned a lot because of it.

Growth

Growth

The gerund uses estar.

Pensar → pensando

Querer → queriendo

Dormir → durmiendo

Mentir → mintiendo

Pedir → pidiendo

Traer → trayendo

Leer → leyendo

* Ir → yendo

1. Caminar → caminando

2. Poder → pudiendo

3. - Repetir → repitiendo la clase está repitiendo la frase

4. Entender → entendiendo

5. Tener → teniendo

6. Jugar → jugando

7. Trabajar → trabajando

8. - Sentir → sintiendo ^{se} mi amiga ^{se} está sintiendo triste.

9. - Decir → diciendo ¿El ^{se} está diciendo la verdad.

10. Comer → comiendo Ella ^{se} está comiendo fresas.

11. Beber → bebiendo Ella ^{se} está bebiendo la refresco.

Growth Reflection

I chose this artifact to show my growth in this class. This is a page of notes about present progressive verbs and how to conjugate them. At the bottom of the page there are verbs that I conjugated myself and used to help me study for the upcoming test. This showed my growth from notes to applying the concepts on my own. To complete these I was given the infinitive of a verb in Spanish and was told to put it in present progressive form. I did this for multiple problems and was able to get each one right or clearly understand why I answered it incorrectly. I chose this because in such a short time I was able to understand how to say a character is acting right at this moment in my writing. This demonstrates I am able to catch on to new concepts quickly and am able to apply them to my writing and reading. Also I understood that I am a visual learner because by looking at the words I was able to see the resemblance between them. If I were to redo this activity in class I would not change a thing because I learned what was needed in the correct amount of time.

Reading

El osito polar y el
conejito valiente

Reading

el 3 de diciembre

Ser y estar

- Minombre es Lars

- osito - bear
- tranquilo - tranquil
- oja
- pozo - hole?
- conejito - rabbit
- ojo -
- valiente - brave
- hombre - man
- nieve - snow
- conejito - hare
- miedo - afraid
- perdido - lost
- hielo - ice
- agujero - hole
- aventurero - adventurous

Reading Reflection

This is my artifact to represent my learning of reading this past quarter. This artifact is notes of vocabulary from a day after the class took a quiz when we read picture books in Spanish. This activity was difficult because in my opinion my book was too difficult for the level I was at when I read the book. I found this activity interesting because just like me, kids are reading these books. I chose this because it was when I was reading and I had to find words that I did not already know but would be useful for me to know at the time. To complete these notes I had to read some of the story and write cognates and unknown words. Then I had to use the dictionary to find some of the words I could not figure out with the context. Because I was unable to understand much of the story, the context that each word was used in was not as much help to me. This demonstrates my learning because I need to study my vocabulary more often than I already do. It also shows me that I need to study some of the smaller connecting words to understand the writing. If I were to redo these notes, I would write even more words down to study at a later time so I could begin to understand commonly used phrases.

Speaking

El seis de diciembre

Las formas del verbo ser

Yo soy

Tú eres

Ud }

él } es

ella }

Nosotros somos

Vosotros sois

Uds }

Ellos } son

Ellas }

2x

Ellas son

Estar

yo estoy

tú estás

Speaking Reflection

This is my artifact to demonstrate my learning of speaking Spanish for quarter 2. It is notes from a song we sang in class about the forms of the verb “ser”. This helped me improve my speaking because before this song I was not able to remember the different forms of this verb. I chose this as my speaking artifact because this will help me in the future when I am talking about myself and I will be able to use these verbs more often instead of when I absolutely have to. To complete this, I just had to write down the song. In class we sang this song many times and pointed to who these pronouns would apply to. This song also helped with when I would be speaking to someone or a group of people. I chose this because I like this song and it definitely helped me learn to speak more grammatically correct. This artifact demonstrates that, with songs, I am able to recall much more in Spanish class. I am able to apply this to my writing, reading, and especially speaking abilities. If I were to redo these notes I would not do anything differently because I wrote enough notes to remember how the song goes and how to use this verb.

Writing

Writing

Gracia

Kroska

1ª Española II

En un país en sudamerica muchas personas quiere ver la estava. Una chica se llama está viajando en el avión de las Estados Unidos. La chica usa el tren y va a el teatro en sudamerica. El teatro es muy grande y muy bonita. En la ciudad con el teatro hay un monumento y una estava. Representan la nacionalidad de la gente. Un museo es en la ciudad tambien. En el musco hay mucho arte y fotos de las montañas y las cataratas. Las mantañas son muy grande y está cerca de el campo. La chica necesita ir a el mercado en el metro comprar comida por la playa. En el taxi la chica y su amigas quiere ir a la playa. Están tomando el sol y sacando fotos. En la noche la chicas usan el autobús para ir a el aeropuerto y vuelven a sus cosas. En el avion personas sirviendo ellos comida y ellos comiendo y bebiendo. Las chicas quieren dormir en sus camas y está en sus casas.

Writing Reflection

This is my artifact to represent my learning of reading as a Spanish writer. This is a piece of writing that was assigned after we had learned many grammar lessons. Within this writing I had to apply new vocabulary, stem changing verbs, two verb construction, and "ser" and "estar". The new vocabulary was to start our new unit about travel. After studying stem changing verbs, two verb construction, and "ser" and "estar", this allowed me to apply my knowledge to my writing. To complete this assignment I had to add new vocabulary related to travel. This was quite simple and I also had to add in grammatical lessons we had previously learned. After understanding most of the vocabulary quickly, I found this assignment to be one of the easier assignments in class. I chose this because it shows my strengths in writing which at the time are using new concepts and writing about things that are familiar to me. This demonstrates that I am better at writing than speaking in Spanish and that I am able to use newer concepts within the writing. If I were to redo this paper I would write it in more of a story format and make it have a problem and a solution.

Gracia Kroska

Sydney Kroska

Español II

Hora primavera

el 11 de marzo

3rd Quarter Portfolio



This is the Teatro Colón mentioned in our short story.

(note: each artifact is followed by the reflection of that artifact)

Goals

1. Within the school year, I would like to learn the alphabet until I am able to spell a word that is not currently in my vocabulary.
 - d. I plan to practice the alphabet at least twice a week on my own at home.
 - e. I also plan to practice in the classroom by spelling the vocabulary terms.
 - f. I will plan to practice the pronunciation of each word by reading part of the novel aloud in class.
2. I would like to learn many more rules about grammar in the Spanish language.
 - g. I plan to practice talking in conversation to people I know who speak Spanish.
 - h. I also plan to take more notes than required on this subject throughout the year and study them on my own time.
 - i. I plan to do online activities from the provided wiki twice a week.
3. I would like to be able to speak in a conversation for three to five minutes to a semi-fluent or fluent speaker.
 - j. I plan to practice pronunciation of vocabulary learned in class.
 - k. I also plan to watch Spanish Soap Operas or movies in Spanish to listen to how natives speak.
 - l. I plan to read aloud on my own time.

Goal Reflection

Throughout the third quarter I have definitely improved with these goals. I think that I not only have I achieved more of them than I thought I would have, but have applied them to each other. This is true because I use learning the alphabet and each letter's pronunciation to improve my speaking skills. This is proven once more when I have improved grammar skills which also improves my speaking skills. I think that each of these goals involves more work from me within it. Because many grammar rules are complicated, I have not learned them all and am hoping to learn as much as I can by the end of the year to prepare for Spanish III. Also I think that I still need to improve on using the alphabet but have definitely improved upon the pronunciation part of that goal. With the other goals and the things I am learning this year I am getting closer to my third goal: to speak almost fluently for three to five minutes. I think that although my goals should stay the same, my strategies should improve and change to what has been proven to be useful to me specifically. Throughout the third quarter I have definitely learned a lot about different grammar concept and how to apply them to writing, reading, and speaking.

Modified Goals

1. Within the school year, I would like to learn the alphabet until I am able to spell a word that is not currently in my vocabulary.
 - m. I plan to practice the alphabet at least twice a week on my own at home.
 - n. I also plan to practice in the classroom listening even more to each letter's pronunciation in words.
 - o. I will plan to practice the pronunciation online and listen to songs of the alphabet once a week also.
2. I would like to learn many more rules about grammar in the Spanish language.
 - p. I plan to practice speaking and spelling in my own in class and out of class writings often.
 - q. I also plan to take more notes than required on this subject throughout the year and study them on my own time twice a week.
 - r. I plan to do online activities from the provided wiki twice a week.
3. I would like to be able to speak in a conversation for three to five minutes to a semi-fluent or fluent speaker.
 - s. I plan to practice and memorize pronunciation and meaning of the vocabulary terms learned in class.
 - t. I also plan to watch Spanish Soap Operas or movies in Spanish to listen to how natives speak.
 - u. I plan to read aloud on my own time.

Culture

Jamailal
Kroska
1^a Española II

In many ways this culture simulation was similar to real life. An example of this is the amount of resources in each country. Because each country does not have the same land and climate, natural resources are different and more or less in each country. In real life many countries would trade or buy just to use natural resources as many of the simulated countries did to get paper or pencils. One last connection would be the need for as much money as possible just as students wanted as many points as possible. This need is for success and to be as efficient as possible.

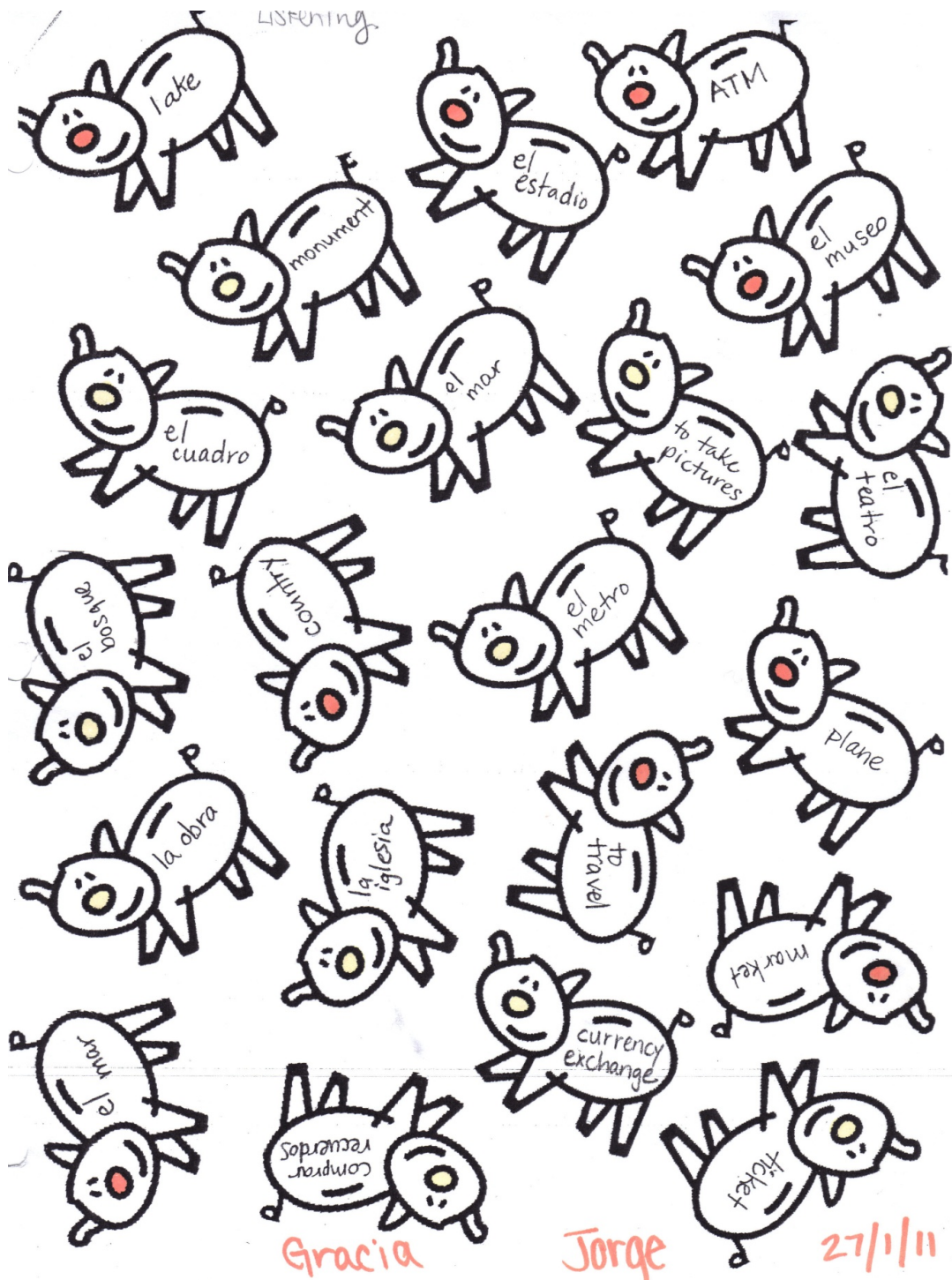
Some countries may be jealous or of other countries with in the simulation or the real world. Some may be jealous because of their lack of materials and lack of persuasion and trading skills. Also some countries may be angry because they are being greedy and refuse to give needed materials. I felt like our group had materials but it was difficult to keep up with bigger and better countries like Team. Our materials were useful but our production was not as fast and that made me frustrated but I had to continue and work as fast as possible. I felt as if we had bought more we could have gotten more points.

Mead

Culture Reflection

This artifact represents my cultural learning in Spanish this quarter. I feel this artifact shows that not only can I understand my own and Spanish culture, I am able to understand hypothetical cultures. This is a reflection that was assigned as homework after the cultural simulation in culture week. I enjoyed this day because it gave me insight as to what countries go through when trying to trade with others. Although this is a very simple way of showing trade and economy, I was able to understand the concept. I think this is a good addition to my portfolio because it shows that I like to do hands on activities and am able to understand concepts in a better way when I experience them myself. To complete this I went home and truly thought about how I felt after the simulation and was able to conclude that this was an overall beneficial experience for me to learn. I chose to include this particular artifact because I liked doing this activity and was not bored throughout. This simulation was one of the best examples of culture I have experienced in class.

Listening



Listening Reflection

This game board is an artifact representing my learning of listening. This in class game was between my partner and I. This game helped our class practice vocabulary and hear it being said by Señora Baedke. This was also a competition to find out who knew the words better and who could find it on the game board. I thought that this was useful of my time because it helped me to see what I already knew and also to learn the words that I just could not seem to memorize. To complete this game I had to continue to listen for either the English or Spanish word and find the opposite. Also because I won this game I was able to take it. Because I am a competitive person, I was able to use this game to learn the words I had not yet memorized. It was very nice to practice in class and I was able to study in a new and useful way with others. The game was a good example of listening because I heard how vocabulary words were to be pronounced and I then found it easier to use them in speaking and reading.

Reading

Español 2 2A mini-cuento A

(La sala) Una chica está muy emocionada porque va a ir a una fiesta muy buena al día siguiente. Decide **vestirse** la noche anterior porque quiere estar lista a tiempo para la fiesta.

(El dormitorio) Así que va a su cuarto y **se pone** un vestido muy elegante y también **se pone** muchas joyas muy grandes y muy elegantes. Después de **prepararse**, va a la cama y **se acuesta**. Después de dormir por poco tiempo **se despierta** porque no está **cómoda**. No está cómoda a causa de las joyas tan grandes y el vestido elegante. Trata de dormir sobre el lado izquierdo. Trata de dormir sobre el lado derecho. Da vueltas toda la noche. **Se despierta** 45 veces porque no está cómoda.

Se levanta por la mañana y el vestido está completamente arruinado. Busca por todo su **armario** y no puede encontrar otro vestido elegante. **Se pone** las joyas. **Se pone** cinturón. **Se pone** agua de colonia Y **se pone** el pijama.

(La fiesta) Ahora está muy cómoda y va a la fiesta muy feliz.

2 A mini-cuento B

(La casa) Una chica quiere un esposo pero tiene un problema. No tiene novio. Así que decide participar en un concurso para conseguir un esposo.

(La tienda) Va a una tienda de bodas para comprar un vestido para la boda. Compra un vestido muy bonito. Sale de la tienda y va a una estación de televisión para participar en el concurso.

(La estación de tele) En el concurso, treinta chicos se visten de traje de boda. Ellos tratan de besar. El mejor en besar puede casarse con la chica. Por fin, un chico besa mejor que los otros. (n de tele) En el concurso, treinta chicos se visten de traje de boda. Ellos tratan de besar a la chica. El mejor en besar a la chica puede casarse con ella. Por fin, un chico la besa mejor que los otros. Él y la chica se casan inmediatamente en la estación de televisión.

Reading Reflection

Above is an artifact that represents the learning to improve my reading in the third quarter of Spanish II. I think that this is a great artifact because it applies many of the concepts that I have learned. Although the reading was not particularly hard I was able to use cognates. The skill of finding cognates has definitely improved throughout my second year of Spanish. This was a short story that the class read together in partners. I was able to prove to myself that I am good at finding words I do not know and trying to comprehend what they could possibly be. I think that this is a useful skill in life because even if a person is a fluent Spanish speaker, they may still come across words they do not know. In my case, I am not fluent in Spanish but this skill is necessary to comprehend the meaning of many pieces of writing. This reading was important because it proves reflexive verbs are important to understand when it is and is not necessary to use them. Because reflexive verbs about someone doing the action to themselves it is easier to figure out that the person must be drying their own hair or painting their nails. With the main writings about daily routine it is important that one understands how to use reflexive verbs shown in this reading. If I were to redo this activity I would keep it exactly the same because I think I learned just about everything I could from this reading.

Writing

Timed Writing #5 (85) ^{ayudante de la escuela}
los audiciones de Santiago ^{el 1 de marzo}
Español II

Es el hombre se llama Santiago. Santiago es muy nervioso por la audición estar en el coro de la ópera se llama La Traviata. El es muy elegante. El ópera es en El Teatro Colón de Buenos Aires.

Santiago se prepara para la audición. Se ducha lentamente y se seca el cuerpo con una toalla y se seca el pelo con un secador. Santiago se viste con los pantalones y una camisa. Santiago no se pone calcetines ni zapatos. Santiago va a la audición. pero

Writing

This artifact represents what I wrote this quarter. I included this in my portfolio because it proves that I am able write consistently and, for the most part, grammatically correct. I wrote for five minutes straight in class as assigned. The particular writing I chose was about a short story that we also read in class time. I think this was beneficial for me because I was able to put everything I had learned from the story into a five minute period. Although it was not finished completely I summarized a lot of the story. This artifact shows that I am able to take information I had just written about and turn put it in my own words from memory. The writing also shows that now as I improve my writing skills, it is becoming more natural. If I were to redo this timed writing I would include less detail from the story and more of the "big picture" instead. This writing proves I am able summarize other's Spanish and use them to understand other writing related to it.

Growth

Nombre Gracia Kuska Hora 1 Fecha 11/21/2021

Growth

Español 2

Capítulo 2A - Prueba de los verbos reflexivos

13 de 16 puntos

Fill in the sentences with the appropriate form of the reflexive verb in parenthesis. (16 points)

1. Carlos no se afeita todos los días. (afeitarse)
2. Elena y yo comemos el desayuno después de nos preparamos para la escuela (prepararse) prepararnos
3. Yo no me ducho por la noche. (ducharse)
4. ¿Tú te vistes rápidamente? (vestirse)
5. Mis padres siempre se acuestan tarde. (acostarse)
6. Nosotros no nos despertamos hasta las diez los sábados. (despertarse)
7. Tú no quieres pintarte las uñas, ¿por qué? (pintarse)
8. Los niños se lavan las manos antes de comer. (lavarse)

Growth Reflection

This artifact represents my growth as a Spanish learner this quarter. This is a quiz that did not affect my grade but it determined which group I would be put in for three days of work with reflexive verbs. I think that this quiz that I took in class showed me how well I understood this kind of verbs at the time. Although received thirteen out the possible sixteen points, I am almost sure that my score improved when I took the next quiz. I chose this artifact because I had not completely learned how to use reflexive verbs and now I do understand. This demonstrates that I am a process learner and need to continue studying concepts for a while before I fully understand and can memorize them. I think that this quiz did not go horribly but I was pleased with this score because it was not graded anyway. If I were to redo this quiz I think I would have studied my vocabulary more often. Also I think I would have looked over the rules about using reflexive verbs in two verb construction and with a preposition. I think this shows when I apply the concepts many times, I am able to memorize the concept such as reflexive verbs.

Sydney Kroska



**This is Rio de la Plata in Argentina that was spoken about in Ana Bailó
Tango.**

**Gracia Kroska
Español II
1^a
el 13 de mayo**

Reading Artifact

Libros de NIVUS

Title: La princesa y el guisante

new vocab

21 2011
abril

Español	Inglés
casarse	-to marry
seguro	-sure (as in: 2 Be sure
recorrió	-traveled
desanimado	-discouraged
temblando de frío	-shivering
afirmó	-claimed
guisante	-a pea
colocó	-placed
colchón	-mattress
Title: La mujer que brillaba aún más que el sol	
asombrado	-astonished
se enamoró	-fell in love
madera	-wood
honrarla	-honored
naturaleza	-nature
poderes	-powers
dignidad	-dignity
fluir	-to flow
las nutrias	-otters

Reading Artifact

This artifact represents my learning in Spanish II in the fourth quarter very well. I think that this represents how I have drastically improved my reading skills throughout the year. I also have been able to improve the way I am able to look at context clues and make an educated guess as to what the unknown word means in English. This artifact is vocabulary notes I took when we were reading picture books in class. This last quarter we also learned the past tenses especially the preterite. Many of these books included both of the past tenses, the preterite and the imperfect. I think that reading these two types of past tenses helped me to understand that they are used together to make writing stronger and to reveal more about the verb. I chose these notes because it not only demonstrated my understanding of the past tenses but my reading and problem solving skills. This artifact demonstrates that I have the ability to look at each word and understand if I do or do not understand it right away. I think that with these lists of vocabulary, I am able to study so I can read more easily next time. Compared to last time I took these notes, I had a more difficult time understanding the story and also I did not write as many words down. This led to me not learning as much. If I were to do this over, I would not have done anything differently, and I plan to do the same next time we are reading. Not only does this artifact prove that I have improved with my Spanish but it also demonstrates that if I try hard enough I have the ability to read many Spanish phrases and comprehend them.

Choice Artifact

Nombre Quinton Nunez Hora 9 Fecha 11/10/2021

Un Día Divertido

El viernes pasado yo fui al cine con mi amiga Laura. Nosotros salimos de la casa a las seis. Laura manejó. Primero, Laura y yo fuiimos al Gran Restaurante Mexicano para comer. Yo comí los tacos y Laura bebió una limonada. Nosotras terminamos a las siete. Entonces al cine nosotros compramos las entradas. Yo no lleve mucho dinero, pero yo encontré bastante dinero para comprar mi entrada. Laura tenía hambre, entonces caminamos al mostrador para comprar las palomitas. Laura comió las palomitas con mucha mantequilla y sal. ¡Yo no las comí! Entramos en el cine y vimos a unos amigos. Encontramos un asiento cerca de ellos. La película empezó a las siete y cuarto. Terminó a las nueve y cinco. Los amigos caminaron a casa porque el coche de Laura era un coche muy pequeño. Ellos caminaron y nosotras manejamos. Nosotras hablamos, escuchamos la música, escribimos una composición, y empezamos un proyecto para la clase de español, pero nosotras no lo terminamos. A las once y media, Laura fue a su casa. ¡Viernes fue un día súper divertido!

El pretérito

<u>Caminar - to walk</u> <u>to spend</u>		<u>Comer - to eat</u>	
yo <u>caminé</u>	nosotros <u>caminamos</u>	yo <u>comí</u>	nosotros <u>comimos</u>
tú <u>caminaste</u>	vosotros <u>caminasteis</u>	tú <u>comiste</u>	vosotros <u>comisteis</u>
Ud. <u>caminó</u>	Uds. <u>caminaron</u>	Ud. <u>comió</u>	Uds. <u>comieron</u>
él <u>caminó</u>	ellos <u>caminaron</u>	él <u>comió</u>	ellos <u>comieron</u>
ella <u>caminó</u>	ellas <u>caminaron</u>	ella <u>comió</u>	ellas <u>comieron</u>
<u>Escribir - to write</u> <u>to eat</u>		<u>Ir - to go</u>	
yo <u>escribí</u>	nosotros <u>escribimos</u>	yo <u>fui</u>	nosotros <u>fuiimos</u>
tú <u>escribiste</u>	vosotros <u>escribisteis</u>	tú <u>fuieste</u>	vosotros <u>fuiesteis</u>
Ud. <u>escribió</u>	Uds. <u>escribieron</u>	Ud. <u>fue</u>	Uds. <u>fueron</u>
él <u>escribió</u>	ellos <u>escribieron</u>	él <u>fue</u>	ellos <u>fueron</u>
ella <u>escribió</u>	ellas <u>escribieron</u>	ella <u>fue</u>	ellas <u>fueron</u>
<u>Ser - to be</u>		<u>Change verbs in</u> <u>no stem</u>	
yo <u>fui</u>	nosotros <u>fuiimos</u>		
tú <u>fuieste</u>	vosotros <u>fuiesteis</u>		
Ud. <u>fue</u>	Uds. <u>fueron</u>		
él <u>fue</u>	ellos <u>fueron</u>		
ella <u>fue</u>	ellas <u>fueron</u>		

Choice

Choice Artifact Reflection

I chose this artifact as my choice artifact. I think that this demonstrates most of what I learned in the past quarter. This is a worksheet that helped to teach me how to conjugate a verb into the past preterite form. I thought this was useful because I was also able to use it to study on my own and memorize the verb endings. In this quarter we also learned how to use the imperfect past tense. This was helpful to me to read examples of this and also of the two together to make better writing. I thought this was important to include because it was very new to me at the time. This proved to myself that I can still learn and catch onto things quickly in Spanish. It demonstrates that I am able to learn quickly and need to see all of the forms of the verb so I can memorize them all at once. This artifact shows all I have learned and how quickly I was able to learn it based upon the date. If I was to do this over again I would not change a thing because it was beneficial to me and I was able to learn a lot from this worksheet.

Year-Long Reflection

This year I think that my goals benefitted my learning because I set standards for myself. I think that my most successful goal was definitely to learn many more grammar rules. Even though I kept my goals the same throughout the year, I think that this let me improve upon them even more. I also believe that my goals were, for the most part, successful. I know that I can say the alphabet because I have worked on it all year long. I also can speak well and that was proven when I was able to score very highly on my speaking finals. Lastly I was able to pay attention in class and take high quality notes in order to learn many grammatical rules. I think that these goals will continue to develop through my high school career because I will continue to work on them as I advance in Spanish levels.

Many of my strategies helped me to receive an excellent grade in Spanish II. Because I paid close attention in class, I was able to learn in class and do minimal studying at home. I think that this benefitted me greatly because I not only learned many small things in class, I was able to catch on to new rules and also new vocabulary. This benefitted my listening skills. Also I volunteered to read aloud and also read intently on my own to improve my reading skills throughout the year. Along with reading aloud, I participated in singing the songs in class to improve my speaking skills. This also helped me to understand other natives. The best writing strategy that I used was to always try my hardest on five minute timed writings. This helped me to have more fluent writing and speaking in my head. At home I enjoyed making flashcards for all of my studying. This way I was able to study independently and separate the things I did not know from the things I did. Many of the activities that I enjoyed this year were activities that split up the class and put me with the people who knew about as much as I did. This not only helped me to have competition but to continue at about the same pace as the group around me.

The most meaningful experiences this year were the tests. I knew that many of these tests were beneficial to my success and were good practice for next year, so I tried the hardest I possibly could have on them. I think that these were meaningful to show how much I actually knew and what I needed to continue to study. I think that these were some of the most meaningful experiences in order to prepare myself for the years to come.

Within the next three years at Waukee High School, I plan to take Spanish classes up to Spanish V. I am planning to take one Spanish class each year in order to remember the information for the next year. I do not believe that I will major in foreign language in college, but it is a possibility that I would have it as a minor. This could be beneficial to me in many ways such as getting a better job. I plan to get good grades throughout my foreign language classes and beyond. This is important to me because foreign language means a lot in today's world.